

Safe and Drug-Free Schools and Communities— National Programs (CFDA No. 84.184)

I. Legislation

The Safe and Drug-Free Schools and Communities National Programs, Subpart 2, Part A, Title IV of the Elementary and Secondary Education Act (20 U.S.C. 7131-7133) (expires September 30, 1999).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$ 4,993,000
1990	3,829,000
1991	6,159,000
1992	6,709,000
1993	4,884,000
1994	5,933,078
1995	25,000,000
1996	24,993,000

Note: For FYs 1987 to 1994, the amounts include only the funds the Department used for Federal Activities Discretionary Grants programs; for FYs 1995 and 1996, the amounts include funds for Federal Activities Discretionary Grants programs as well as other strategic initiatives.

III. Analysis of Program Performance

A. Goals and Objectives

To support programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students at all educational levels from preschool through the postsecondary level. Programs are carried out through agreements with other federal agencies or through assistance to state and local educational agencies, institutions of higher education, and nonprofit organizations.

B. Strategies to Achieve the Goals

Services Supported

The Safe and Drug-Free Schools and Communities Act (SDFSCA) National Programs support the development and implementation of comprehensive programs in elementary and secondary schools and in institutions of higher education to prevent drug use and violence. Activities include identification of model programs and approaches to prevention, dissemination of information about effective programs and strategies, technical assistance to local education agencies that directly supports classroom teaching, and interagency initiatives that promote coordination and collaboration among federal agencies for prevention of drug use and violence.

Under the SDFSCA Federal Activities Discretionary Grants Program, in FY 1994 the Department funded 27 new demonstration grants at an average cost of \$219,934. In FY 1995 the Department funded 12 new demonstration grants at an average cost of \$295,864. In FY 1996 the Department held two separate grant competitions, awarding seven new demonstration grants related to the prevention of hate crimes at an average cost of \$259,582 and 28 new demonstration grants related to prevention of drug use and violence at an average cost of \$326,347. Grant projects are administered by state education agencies, local education agencies, institutions of higher education, and nonprofit organizations.

The FY 1995 competition funded projects to establish, expand, or improve models for alternative education for students expelled from their regular education program. Examples of funded projects include:

- Project Crossroads, operated by the New York City Board of Education. The project provides an alternative middle school and an alternative high school for 400 violent or dangerous youths expelled from grades 6-12. These schools provide for low student-adult ratios, personalized instruction, student-family involvement, work-force readiness, and interpersonal skills training and conflict resolution.
- *Path Finders*, which serves 25 students expelled from District of Columbia public schools on gun charges. The objective of the project is to counter the risk factors and behaviors associated with the use of weapons by providing a range of services including counseling, anger management, conflict resolution, and basic workforce readiness.

Projects funded by the Department under the FY 1996 competition for projects to develop and implement innovative, effective strategies for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities directly affected by hate crimes include the following:

- *The Anti-Defamation League's World of Difference Institute*, which is an antibias, anti-hate-crime training program being implemented at four high schools and their feeder elementary and middle schools in three states: California, Nebraska, and New York. The project, which is designed as a national pilot for general replication, will train 1,200 teachers in skills necessary to identify, understand, and effectively combat bias-related incidents and hate crime, 400 parents and community leaders as antibias, anti-hate-crime trainers, and 120 students as peer trainers.
- *A cooperative effort between the New Haven (CT) Police Department Bias Crime Unit and its Community Advisory Board* that will focus on reducing the incidence of hate-motivated crime and conflict in the city of New Haven. The project will use established links between the police department and the community through 12 community policing substations. Activities will include an advocacy project to train volunteers to help survivors of hate crimes, and a summer outreach project that will conduct interactive educational presentations with school-age youth enrolled in summer programs.

In FY 1996 the Department also funded a competition for projects to develop and implement, expand, or enhance innovative programs designed to accomplish one or more of the following goals: (1) infusing research-based knowledge about “what works” into the design, development, and implementation of school-based strategies to prevent drug use among youth; (2) removing firearms and other weapons from schools; (3) preventing truancy and addressing the needs of youth who are out of

the education mainstream; and (4) preventing violent, aggressive, intimidating, or other disruptive behavior arising out of bullying, sexual harassment, or other cause. Some examples of funded projects are:

- *Project ENDURE*, being implemented in the Jefferson County Public Schools to help truant and adjudicated youths attend and be successful in school. The project is designed as a two-year social service integration demonstration model that brings together school, family, and community to implement a transitional program for the reintegration of truant and adjudicated youth into the school system. This year-round project will enable 200 such youths to reintegrate into the school system and increase the capacity of 50 elementary school staff to prevent disruptive behavior that leads to truancy and adjudication.
- *The Safe and Supportive School Initiative* being implemented by the East Baltimore Mental Health Partnership, a collaborative effort between state and city government, local community service providers, and the Community Health Centers of Johns Hopkins University and Johns Hopkins Hospital. The initiative is a program of social skills training and anger management designed to prevent or remediate aggressive and violent behaviors among elementary school children.
- *Project SAVE (Safe Alternatives to Violent Expression)*, designed for youth between the ages of 12 and 16. In collaboration with the District of Columbia Public School System, the project will recruit and train about 300 youth each year. Goals include increasing knowledge about interpersonal violence and alcohol and other drug use, increasing the capabilities of participants to avoid arguments and violent encounters, decreasing the number of interpersonal violence encounters, and increasing participants' community involvement.

Strategic Initiatives

In addition to the demonstration projects already described, SDFSCA National Programs support the development of other innovative programs that demonstrate effective new methods of ensuring safe and drug-free schools and communities, and ultimately will provide models of proven effective practices that will help schools and communities around the nation improve their programs under the SDFSCA State Grants Program.

Some initiatives supported by SDFSCA National Programs are these:

- A longitudinal study of the educational implications of prenatal drug exposure. The project will develop a manual of school-based interventions designed to help teachers work effectively with these children in regular classroom settings and counter some of the behaviors that place them at high risk for later drug use.
- In collaboration with the Maternal and Child Health Bureau in the Department of Health and Human Services, two grants to train teachers and health care providers in techniques of anger management and violence prevention for youth.
- Identification and dissemination of information about model programs, activities, and strategies for programs that provide educational alternatives for students who have been expelled from their regular classroom for a variety of reasons, including drug use and disruptive or violent behavior.

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- Planning and implementation of a meeting of state drug education coordinators and representatives of large urban school districts to provide technical assistance on drug and violence prevention programs that research has shown to have a significant impact on reducing youth drug use and violent behavior.
- Facilitation of a meeting of school security officers from 24 large urban school districts to discuss issues related to creating and maintaining safe, secure schools.
- Support of a technical assistance center for institutions of higher education to help in the design and implementation of drug and violence prevention programs on college campuses.
- In conjunction with the Office of Juvenile Justice and Delinquency Prevention, support of a project to integrate youth who are out of the educational mainstream (youth who are truant, are afraid to go to school because of violence or bullying, have been released from correctional institutions, or are dropouts) back into school. The initiative includes identification of model programs, regional training sessions at four sites around the country, and training and technical assistance in 10 communities.

C. Program Performance—Indicators of Impact and Effectiveness

See the indicators described in Chapter 116 (the SDFSCA State Grant Program).

IV. Planned Studies

None.

V. Sources of Information

Program files.

VI. Contacts for Further Information

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